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ABSTRACT

As funding for public education decreases, corporations are "making up" the shortfall by donating seemingly benign teaching aides to schools. While many business-school relationships are positive, many others are commercializing classrooms, aiming to make students "brand-loyal" through the guise of providing free equipment, more information, and new interactive curricula. Some students and parents view the increasing commercialization of public education masked as educational curricula as a form of exploitation and created an organization called UNPLUG to demonstrate their opposition to the "corporate buy-out" of public education. This guide for teachers describes the commodification of youth culture, discusses the impact of classroom commercialism on public education, provides guidelines for conducting anti-commercialism workshops, and presents a lesson plan for teachers on media literacy and critical viewing. Section 1 introduces the problem. Section 2, "Providing a Background and Context for the Work," uses hip hop as an example of the commodification of youth culture, outlines the defunding of public education, and gives examples of the lack of accountability of businesses that operate in schools and successful campaigns against classroom commercialism. Section 3, "The Impact of Channel One and the Classroom Commercialism on the American Public Education System," provides an overview of problems when curricula are controlled by profit-oriented corporation, including challenging the democratic process, undermining public education, increasing the focus on mass consumption, and creating economic dependency. Section 4, "They Say, We Say: Soundbiting the Arguements," provides concise arguments for and against the use of Channel One in school. Section 5, "Conducting Anti-Commercialism Workshops," provides guidelines for conducting training workshops for various groups, and includes information on target audiences, levels of training and support, workshop agenda formats (including classroom periods), and sample agenda. Section 6, "Media Literacy and Critical Viewing," is a lesson plan for critical viewing of Channel One. (KB)

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A Teachers' Guide to Commercialism in the Classroom

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A Teachers' Guide to Commercialism in the Classroom

by asha bandele

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SECTION I

Introduction

"I say the mission of government . . . [is] to train communities through all their grades, beginning with individuals and ending there again, to rule themselves."

Walt Whitman

"They have the right to know, to think, to aspire."

W.E.B. Dubois

Introduction

IN THE SPRING OF 1993, reports began to trickle out of Fargo, North Dakota about students who were walking out of classrooms and otherwise disrupting the school day. These young people were not simply "rebellious teenagers." They were activists doing what they could to resist an insidious new program that had been placed not just in their school, but in some 12,000 other public middle, junior high, and high schools across the country. Their protest was against a 12-minute info-tainment program that came into their classroom each school day complete with two minutes of commercials. This program, called Channel One, could not be turned off or even turned down. In some cases, if students protested being forced to watch it, they risked detention or suspension.

Still, students continued to reject this blatant form of exploitation. Their actions propelled four women to form an organization that would support students, teachers, and anyone else who was opposed to the corporate buy-out of public education. That, in brief, is how UNPLUG came to be in June of 1993.

Today, UNPLUG is a coalition of national and community-based organizations struggling to guarantee students a commercial-free, equal education.

All students should have access to an education that promotes critical thinking and prepares them to enter the world stage as able actors, endowed with the ability to choose their own roles and scripts. As Walt Whitman described it:

> *I say the mission of government . . . [is] to train communities through all their grades, beginning with individuals and ending there again, to rule themselves.*

Or as W.E.B. Dubois said, speaking of each child's right to a meaningful education:

> *They have the right to know, to think, to aspire.*

Channel One is perhaps the most insidious example of the trend to commercialize classrooms under the guise of educational curricula. These efforts include:

- a video distributed to thousands of sixth grade science teachers by Exxon which — using images of bright blue skies, shimmering clear water and happy sea animals — claims that the Valdez oil spill did not substantially harm the environment of Prince William Sound;

- a lesson plan distributed by Procter & Gamble which alleges that disposable diapers are as safe for the environment as cloth ones;

- a "science" program put out by the makers of Gushers candy which encourages students to experience a volcanic eruption by feeling a piece of the candy explode in their mouths; and

■ another "science" lesson invented by Prego which suggests that classes can learn the scientific method by comparing the thickness of Prego sauce to Ragu.

These efforts are not representative of the numerous positive business-school relationships which exist. Such businesses support public education by:

■ listening to the schools and communities about their needs;

■ committing to assist schools over time; and

■ looking at educational outcomes as a defining factor in their involvement.

Businesses involved in commercializing classrooms aim to make students brand-loyal under the name of "free equipment," "more information" and "new interactive curricula." Such efforts are part of a growing trend that endorses technological interfacing over human interaction. Meanwhile, data indicates that qualitative change occurs in the classroom through imaginative, involved, and caring teachers, not pre-programmed, commercial devices.

The majority of corporate plans to "raise the level of student scholarship" are no more useful in expanding the world-view of students than comic books are in defining great moments in literature. Indeed, at a time when our country needs more engaged citizens, and destruction of the world's environmental resources is at an unprecedented level, scores of these plans are turning students into passive consumers. The purpose of their innovative, cynical marketing devices is to create consumer loyalty in a massive purchasing sector of the nation: our youth.

As an organization committed to commercial-free, equal education, UNPLUG strives to provide people with the skills they need to:

■ analyze and hold accountable the corporate advertising schemes that are filtering into American public schools; and

■ find, create and replicate educational programs that will empower young people.

UNPLUG firmly opposes auctioning off public education to the highest bidders whose first, perhaps only, priority is maximizing a profit margin. We need the support of teachers who have the unique opportunity to influence young people. Together we can establish a more democratic process to create positive alternatives for educational reform.

The following training module is a product of the lessons we have learned over the past two years in providing technical assistance to students and teachers combating commercialism in their classrooms.

There is a song dedicated to Ella Baker who worked with Martin Luther King, Jr. and with the Student Non-Violent Coordinating Committee (SNCC). One of the verses of this song reads:

Struggling myself don't mean a whole lot / I've come to realize / teachin' others to stand and fight is the only way our struggle survives." –Dr. Bernice Johnson Reagon

Following the legacy of people like Ella Baker who worked for environmental justice, social justice and equality, teachers and students around the country can and will demand a democratic and commercial-free education in our public schools.

SECTION I

Providing a Background and Context for the Work

This section will provide you with a background on the work we do at UNPLUG by exploring the following issues:

A. The commodification of youth culture — hip hop as example

B. An historical account of the defunding of public education

C. Examples of the lack of accountability of businesses that operate in schools and parallels between commercialization and privatization

D. Examples of successful campaigns against classroom commercialism

"At a time when more of the GNP is dedicated each year to cat food than to textbooks, to advertising than to education, it is crucial to discuss the larger ramifications of commercialization in the public realm. UNPLUG aims to challenge the very framework that places profits over people and, in so doing, to give youth a voice in their education and their future."

The Commodification of Youth Culture

UNPLUG'S MISSION IS TO EXPOSE the commodification and commercialization of public institutions, but also of youth culture and identity.

What does it mean to be told you are worth what you consume?
–John Trudell

It is imperative to examine classroom commercialism within this context because Channel One is not only a detriment to students' learning experience, but also to the very culture of those it was designed to serve. Commercialism reduces schools to advertising vehicles and students to potential consumers.

We must ask how students, teachers, parents, and the community at large will be altered by the deterioration of a system of free education.

It is our responsibility to monitor corporate ventures in the interest of human welfare and the needs of the earth. If Exxon is allowed to teach scientific history, will corporate private interests promote a science that is objective, or will they self-promote? How will this situation impact the values of the next generation of policy makers and teachers? How will students learn to critically analyze information if the resources they've been given to work with are corporate investments?

To understand how commercialization and commodification have corrupted youth culture in general, we offer the example of hip hop music, and how its buyout has altered the public attitude toward young people in the 1990s.

An example of the commodification of youth culture: hip hop music

One glaring example of the commodification of youth culture is the control that's currently being levied over hip-hop artists. Sony and other corporations strongly encourage hip hop artists to write and perform lyrics that are not representative of historical Black oration/storytelling — the tradition out of which today's rap music emerges.

In brief, the lineage of hip hop music can be traced back to the ancient African tradition of the Griot (storyteller), who was responsible for keeping the history of his or her nation alive through the use of the oration. That tradition later manifested itself in the form of music and poetry that told of the horrors of slavery. From there emerged the half sung/half spoken music we call the blues recording the woes of daily life. Out of the blues came the "protest poets" of the1960s, most notably, the Last Poets.

Never before in Black musical history has there been a consistent pattern of using cultural expression to downgrade humanity. Even the early forms of hip hop, which were mixed in the basements and playgrounds of the South Bronx, spoke mostly of daily struggles in both serious and funny ways. In fact, during the late 1970s and early 1980s, no record company even viewed hip

hop as having serious profit potential. Uncommodified rappers therefore were able to continue their work largely within its historical and cultural framework. It was not until the late 1980s/early 1990s that hip hop was appropriated by record companies that could no longer deny its popularity. Since then, a brand new form of music has emerged, infamously known as "gangsta rap."

Classroom commercialism must be considered within the context of commercialism in our society in general.

Whether it is hip hop music or public education, the values of a culture inevitably become distorted when they are driven by corporate interests.

Classroom commercialism represents a problem even greater than that of compulsory commercials in schools. At a time when more of the GNP is dedicated each year to cat food than to text books, to advertising than to education, it is crucial to discuss the larger ramifications of commercialization in the public realm. UNPLUG aims to challenge the very framework that places profits over people and, in so doing, to give youth a voice in their education and their future.

Defunding Public Education

FROM 1970 TO 1990, FUNDING FOR PUBLIC education decreased from 7.25 percent to 6.6 percent of the Gross National Product. Increasingly conservative legislative bodies are threatening even greater decreases. To "make up" for this shortfall, corporations, often encouraged by policy-makers, have been donating seemingly benign teaching aides to schools.

Corporations used to pay substantial property taxes that supported public education. Yet according to a study done by the Louisiana Coalition for Tax Justice, the corporate contribution to property taxes that support public schools fell from 44 percent in 1960 to 16 percent in 1990. In fact, corporations are given tax deductions for donating commercial materials to schools. One of the biggest problems with this type of intervention is that there's little oversight of the appropriate use of corporate aides within school curricula.

In a 1993 study with the University of Massachusetts, UNPLUG found that, in general, schools accept Channel One out of sheer desperation. The lowest-income schools, suffering from a lack of resources, accept these materials because something is better than nothing. Fiscal constraints influence the acceptance of these corporate "gifts" more than standards of educational excellence.

Lack of Accountability

CORPORATIONS SEND PROMOTIONAL materials to schools via mass mailing lists they purchase purely for marketing purposes. These materials, such as Exxon's previously cited video about the Valdez Oil Spill, show up unexpectedly in teachers' mailboxes. Rarely reviewed for accuracy or grade-level appropriateness, the materials are packaged and presented as educational tools. Examples of such programs include:

- A brochure from the Robot Factory, Inc. reads "educate with robots!" and encourages cash-strapped schools to purchase mechanical teacher substitutes;
- Pizza Hut's "Book It" program—a ploy to get students and their parents into the company's local franchises;
- The National Rifle Association's "gun safety" program; and
- "The Learning Tree"—a package distributed by the forest industry to "balance out" the gains of the environmental movement.

In a 1995 *New York Times* article, Dr. Michael F. Jacobsen writes:

> *In many cash-strapped schools, teachers do not even have old textbooks. And the new, slick pamphlets, posters, and film strips that companies offer are usually free or cheap.*

Channel One, topping the list of the worst classroom offenders, is broadcast daily, leaving parents and teachers little time to preview the program to determine its appropriateness for students that school day. And, unlike textbooks, Channel One programming is not sent to state curricula review committees even after it is broadcast. In a single school year, students will be forced to watch a full day of commercials on Channel One. In exchange for requiring its students to watch Channel One, schools are loaned 18-inch television monitors, a satellite dish, and two videocassette recorders.

The commercials on Channel One primarily advertise beauty products, video games, movies, and junk food. The junk food ads are particularly hazardous in low-income schools where school lunch programs are suffering cutbacks and fast food companies are becoming a mainstay. In addition to the ads on Channel One, other marketing schemes are put out by the food industry to advertise products equally devoid of nutritional value. The National Soft Drink Association, for example, offers posters that tell children "a peach may give you certain vitamins that the soft drink does not, just as the soft drink gives you more liquid than the peach does."

The commercialization and privatization of public schools aim to replace community control of education with corporate control. In addition to classroom commercialism, there are privatization initiatives such as the Edison Project, launched by Channel One founder Chris Whittle, and Education Alter-

natives Inc. (EAI). Both companies sell their ideas to school officials in hopes of exploiting schools and school districts for profit. Questions of efficacy and accountability haunt both of these initiatives.

Most people that we have spoken to regarding corporate involvement in schools agree with Washington, DC, high school student Jannelle Ollivere who asks:

> *If companies want to give schools things, why not things we need like books and desks?*

Why don't companies ask: What are schools' real needs and how can they be met through outside support? Things like:

- smaller classes and more teachers
- more parent involvement
- conflict resolution and violence prevention training

Successful Campaigns

The UNPLUG Study: Getting the ball rolling

When we started UNPLUG, we saw the need to re-frame the debate around Channel One and commercialism in public schools. Channel One was being accepted as a serious proposal for educational improvement. The general debate within the mainstream centered around the merits of the program, rather than the fundamental ethical question of whether or not commercials should be allowed in schools. We said then, and we say now, that regardless of the quality of Channel One programming, the provision of education should never be contingent upon selling students' time to advertisers.

UNPLUG also began to note that many of the communities fighting Channel One were lacking educational resources. This information was documented in California by two prize-winning journalists at the San Jose Mercury News. Fueled by this information, UNPLUG commissioned a study on the demographics of Channel One, the largest commercial venture in public schools. The University of Massachusetts/ Amherst agreed to take on this task.

The results of the study, published in the *Wall Street Journal*, the *Boston Globe*, *USA Today* and the *Washington Post*, clearly documented the mutually reinforcing relationship between inequality and commercialism in public education. It found that schools that can afford to say no to Channel One, do say no. So have the schools in low-income areas with few instructional resources chosen to implement Channel One out of desire or desperation? Is Channel One even a choice for these schools? Channel One would only be a choice if every school in this country had equal access to TVs, VCRs and satellite dishes. Channel One would be a choice only if every school in this country

could choose to have commercial TV, non-commercial TV, or no TV. Channel One would be a choice only if there were fewer students per teacher in the classrooms where it is broadcast.

The study portrayed unequal education as TVs mounted in front of thousands of US classrooms blaring commercials for junk food and designer sneakers. These commercials targeting America's youth are perpetuating the cycle of alienation and violence that disrupts the lives of so many people today.

The release of UNPLUG's study at the National Press Club in Washington, DC in October 1993 galvanized coverage of perhaps the most significant basis for opposition to Channel One: the program's direct relationship to the fundamentally unequal provision of public secondary education in the United States. The press attention not only put significant pressure on Channel One, but also reinvigorated the many grassroots efforts against the program, giving them, for the first time, a national voice. Through this process, the UNPLUG coalition—including large and small organizations, parents, teachers, students and activists—became a living, working entity. This entity has been quite effective at helping disseminate and exchange information on the commercialization of public education.

Examples of Victorious Campaigns

Channel One and its counterparts are brought into schools in a variety of ways. In some cases there has simply been a deal made with the principal, while in others commercials are brought in by the school board. Therefore, each community will face different challenges in its efforts to mount an effective campaign against Channel One. In your community, it might work to persuade the school board not to renew a contract. In other cases, you might have to battle in the courts or through a legislative initiative. We hope that the following few examples, which have occurred over the past two years, offer you some inspiration on what may work where you live.

■ In May 1994 an "UNPLUG parent" named Karen Miller was successful in lobbying her school board to vote against renewing its contract with Channel One. According to her calculations, if each student in her children's school dropped a nickel in a bucket each day, by the end of that year the school would have more than enough money to purchase the same equipment that Channel One loans to the school under questionable conditions. Her words, "a nickel a day keeps Channel One away," resonated throughout Texas. Her district, the tenth largest in Texas (the state which is home to Channel One's largest viewing audience), inspired activists in the state's largest district to follow suit. UNPLUG is now working closely with these activists.

■ The Union Area School Board in Pennsylvania did not renew its contract to receive Channel One. Union chose instead to use the non-commercial CNN program and broadcast it on televisions donated by the local cable company.

■ In Boise, Idaho, a high school principal terminated the Channel One contract and considered legal action against Whittle Communications, Channel One's owner at that time, on grounds of deceptive trade practices. The principal alleged that in an oral agreement with a Whittle representative, he was told that he could keep the television equipment even if he discontinued the service. The company refused to give him the equipment saying that the sales representative in question was "no longer with the company."

■ In Farmington, Minnesota, after 78 percent of students surveyed in the local high school indicated that they gained "little or no knowledge" from Channel One, the school board opted not to renew the program.

■ In New York in 1994 and 1995, Channel One hired expensive lobbyists to get lawmakers, tired from drawn out budget deliberations, to vote favorably on pro-commercialism legislation. A coalition of educators and advocates helped educate the grassroots to defeat this legislation two years in a row.

Most importantly, and rarely covered by the national media, are the continuing small-scale student actions against Channel One. Students, mostly from rural communities, are walking out of their classrooms, setting up meetings, creating petitions and speaking out to their school boards and other members of their communities against Channel One.

SECTION III

The Impact of Channel One and Classroom Commercialism on the American Public Education System

In Section III, we provide an overview of the following matters:

A. The challenge to the democratic process

B. Undermining public education

C. Mass consumption vs. mass learning

D. Creating, not relieving, economic dependency.

E. What the Channel One contract means to your school

"The commercialization of the...schools means that other voices and interests less able to generate profits are being shut out of the educational system. It seems inevitable that Channel One will further entrench and legitimize the power of massive private commercial interests in those public arenas where a diversity of voices is most badly needed."

Dr. Michael Morgan

The Challenge to the Democratic Process

THE DEMOCRATIC PRINCIPLES that should define public institutions are being eroded by Channel One.

What happens when curricula is controlled, in whole or in part, by profit-oriented corporations? The answer is that it becomes vulnerable to the following:

- The loss of democratic information from diverse sources;
- The removal of parents, teachers, and other community members from the processes of learning.

While our power to transform public schools into the kinds of institutions we desire them to be is often limited, the goal should be to push for greater—not less—control in the hands of the community.

Undermining Public Education

CHANNEL ONE, as an example of classroom commercialism, inherently undermines an equal public education system.

According to the University of Massachusetts/Amherst study of the demographics of schools that agreed to receive Channel One:

- Less than 15 percent of the schools that spend at least $200 per student per year on instructional materials have Channel One, compared to almost half of the schools that spend less than $50. In other words, the schools that spend the least amount of money on instructional materials are over three times as likely to receive Channel One as the schools that spend the most.
- Channel One is especially pervasive in schools that spend the least on texts: Two-thirds (67.5 percent) of the schools that spend less than $10 per year per student on texts have Channel One, whereas less than one in five (18.8 percent) of the schools that spend $75 or more have the program.
- The greater the percentage of African-American students in a school, the greater the likelihood that school has Channel One. Poverty and a lack of educational resources, however, seem to motivate schools to receive Channel One, whatever their racial or ethnic composition.

Author of this study, Dr. Michael Morgan, said,

The commercialization of the...schools means that other voices and interests less able to generate profits are being shut out of the educational system. It seems inevitable that Channel One will further entrench and legitimize the power of massive private commercial interests in those public arenas where a diversity of voices is most badly needed.

Mass Consumption vs. Mass Learning

CHANNEL ONE AND CLASSROOM commercialism impacts students by:

- exploiting them
- reducing the quality of their school's curriculum
- inhibiting a democratic learning process

Channel One promotes the mass consumption of unnecessary products within the legitimizing context of the school day. Moreover, commercialism redefines people as consumers whose human value or worth is determined by what they own. The idea of education being offered if and only if one agrees to be a target market for advertisers is wholly unethical.

It is in a corporation's best interest to incorporate public relation schemes into educational materials. It is therefore inevitable that a number of classroom commercial ventures are explicitly designed to cover-up corporations' tendency to damage the environment. Again, noting Exxon's video on the Valdez oil spill, some 10,000 fifth and sixth graders were given a false picture of the devastating consequences of that accident. Particularly frightening is that the Exxon video targeted 6th graders — students too young to remember actual TV news coverage of the environmental catastrophe.

Commercialism also places an extraordinary burden on teachers who must "unteach" what is often misguided information.

The goal of education should be to assist young people in becoming productive, active citizens. Propaganda masked as curricula and funneled through a TV set in the corner of a room will never inspire people to think and act for themselves.

What the Channel One Contract Means to Your School

MANY STUDENTS WHO WANT Channel One removed from their schools think there's nothing they can do to make this happen. Some students hear from principals and teachers that they are legally required to watch Channel One because their school has signed a three-year, binding contract with the program's owner, K-III Communications. Students are told that Channel One is a done deal, a closed case, end of story. This is only another version of asking someone "why?" and getting the non-explanation: "Because I said so."

Some school officials raise the specter of this contract and reprimand students, saying that if they challenge Channel One, they'll get their school in trouble. It's difficult for students to contest such intimidation tactics. Not many people, after all, get a chance to read the contract that schools sign with K-iii to receive Channel One. And just reading the contract is no guarantee that someone will be able to wade through its jargon and figure out what its real implications are for schools and students.

This article offers some clarity on contracts. It is based on a review of contracts that schools have signed with K-III. The content of these contracts varies from school to school and has changed over the years. Regardless of these inconsistencies, the bottom line is that no contract can silence you or legally impede you from taking steps against Channel One.

The worst that could happen

If your school—as a result of student, parent and teacher concerns, or for any other reason—decides that it no longer wants to show Channel One, the worst thing that could happen is that K-III will remove the equipment it has leased to your school. As explained by a Texas school's contract, "The only penalty to the School for not showing Channel One is that K-III may terminate this agreement and remove the Equipment." (It is significant that the language here is "may" and not "shall." The word "may" allows for other legal interpretations.)

The contract Washington, DC public schools signed with K-III says that your school can change its mind about whether or not Channel One is a good idea. "Performance under this Agreement [the contract] may be terminated by the Superintendent [of the school system] ... If [it] reasonably determines that the [K-III] programming is either not satisfactory for [its] educational purposes or has a demonstrative adverse impact upon [the school system] ... Upon termination, [the schools] shall have no further obligation or liability under the Agreement."

You may interpret this clause as an invitation to make the case to your principal and/or school board that Channel One is a negative presence in your

school. The last sentence of this clause is also important—after unplugging Channel One, schools owe nothing to K-III.

K-III's contract also reserves the company's right to end its relationship with your school. A Massachusetts contract states, "K-III may terminate this agreement ... (iii) if the number of students in the School declines at any time during any of the three-year term of this agreement from the number of students at the beginning of the three-year term by more than 15 percent; (iv) if the School shows the Channel One daily broadcast on fewer than 92 percent of the days on which [sic] the School is in session and the Channel One program is available in any calendar quarter; ... (vii) if K-III determines that installation of the School is not economically justified to K-III."

If your school decides to cancel or not renew its contract with K-III, it is in good company. Schools and school districts in states including Arizona, Idaho, New Jersey, Oregon, Pennsylvania, Texas and Vermont have recently pulled the plug on Channel One. In addition, a few schools may attempt to retain Channel One televisions as a result of oral agreements with K-III salespeople who promised they could keep the equipment after the contract was terminated.

Students rights as defined by the contract

The contract your school has signed with K-III Communications does not force you to watch Channel One. You can exercise your right not to watch commercial TV at school. K-III's contract with DC public schools, for instance, states that the school system "may elect not to have certain school classrooms wired for the [K-III] Network in order to accommodate teachers who do not wish to show Channel One and/or students who do not wish to view or whose parents do not wish them to view Channel One."

Remember that your concerns count. Most contracts state, "This agreement will be automatically extended for successive three-year terms without change of Equipment, unless the School or K-III notifies the other to the contrary more than three months prior to the end of the initial term of this agreement or any successor term of this agreement." If you don't speak up, K-III could try to renew its contract with your school automatically, without student input or public debate. Raise the questions. What is Channel One doing in your school? What are you going to do about it?

Here are some points for your principal, parents and teachers to consider when deciding whether or not to maintain or renew your school's contract to receive Channel One:

■ K-III contracts state that Channel One will not air commercials for rated "R" movies. In March 1994, however, Channel One ran a segment that included a clip from a rated "R" movie and has previously aired an ad for a movie that turned out to be rated "R." The question is, can the K-III contract be trusted?

■ The contract also says, "Any creative technique that may confuse the viewer by blurring the distinction between programs and commercials is unacceptable." Channel One, however, features a "Get Vertical" contest sponsored by Mountain Dew, and a series on teen stress underwritten by Pepsi. Is this news or advertising? Go figure.

■ The contract also says that Channel One considers unacceptable "advertising which belittles any group based on its social, racial, ethnic or religious traits or any person because of his or her age, sex or handicaps." Why, then, would Channel One broadcast a Clearasil commercial depicting a student who is branded "pizza face" and outcast socially until he buys Clearasil to make his zits miraculously evaporate?

■ K-III's contract with DC schools says that Channel One's "commercial content will be subject to preview and approval by [the school system] prior to its viewing." But school districts, according to the contract, must broadcast all but about 14 Channel One shows each year. This, and the fact that Channel One is broadcast at 6am, doesn't leave much room for students, parents or teachers to monitor the program.

■ Consider K-III's claim that Channel One exists to provide an educational service to individual students. Now consider this claim in light of the fact that in many contracts the company has reserved the right to remove its equipment if: 1) Channel One is not shown 92 percent of viewing time; 2) fewer than 300 students per school watch the show; or 3) school attendance drops. Also consider how K-III describes its mission: "Marketing—deliver the single largest reach vehicle [advertising medium] against teens 12-17 at a cost-efficient [cost per thousand]."

■ The total time students spend watching Channel One each school year is six full days, including one full day of commercials. The cost to taxpayers for this commercial time alone averages from $30,000 to $50,000 per year for a school with an enrollment of 2,000.

■ Although K-III says that it "gives" equipment to schools for "free," this equipment is actually leased. Payment is made in the form of valuable school time.

■ Most Channel One contracts state, "To qualify for the Educational Network, a school must have only grades six through twelve or any configuration thereof." UNPLUG, however, in conducting its study of the demographics of U.S. schools with Channel One, found a number of schools across the country in which the program is broadcast to fifth graders.

SECTION IV

They Say, We Say

Sound-biting the arguments

THEY SAY:	WE SAY:
■ Channel One provides necessary teaching aids that schools desperately need.	■ Channel One provides stationary, 18-inch color TVs, mounted to classroom walls, and two VCRs per school. Given common concerns that increased television watching deters learning, is Channel One really a "teaching aid"?
■ Channel One provides free materials.	■ The materials are not "free" because Channel One is a barter arrangement: The equipment is leased in exchange for learning time in the amount of six school days per year, including one full day of commercials. The cost to the taxpaying public of having eight million students (the total Channel One audience) watch TV commercials for one full day per has been conservatively estimated at $100 million a year. Moreover, the value of the equipment provided to schools is overstated by the company.
■ Channel One raises the level of student scholarship.	■ Research indicates that increases in student knowledge about current affairs from exposure to Channel One ranges from three to eight percent. The first part of a study by the University of Michigan commissioned by Channel One itself, deemed the impact of the program "educationally unimportant."
■ Channel One gives teachers control.	■ Channel One requires teachers to cede control of the classroom to an outside agency. Schools are contractually obligated to show the program to 80 percent of all students, 90 percent of all school days.

■ Students like Channel One.	■ Students have protested being forced to watch the program. In fact, students all across the country are organizing to get Channel One out of their schools by holding walk-outs and petition drives. Students often complain about Channel One commercials such as one for Clearasil that calls students with pimples "pizza face." Despite what advertisers may like to believe, students don't like being forced to watch commercials in their classrooms.
■ More advertising won't hurt students, it's already everywhere.	■ While advertising is prominent, it is not required classroom viewing like Channel One. Channel One grants credibility to harmful products because the ads take place within the legitimizing context of the school day.
	■ No other marketing done in schools requires so much public subsidy without public knowledge or debate. Channel One generates more than $20 million a year in pre-tax profits for K-III Communications, a privately held company. The revenues come from two minutes of commercials a day, one full day of school per year.
■ People are asking for fundamental change in the way schools are designed and run.	■ While schools need change, forcing students to watch TV commercials is not the sort of change being advocated. Community members need more self-determination within school reform—not less. Commercialism means corporate bureaucracy and greater centralized control of the learning process.

SECTION V

Conducting Anti-Commercialism Workshops

THIS SECTION IS INTENDED TO BE USEFUL when dealing with the media, or if you are given only a one- or two-minute period to make your case in a presentation.

The following trainings are designed for several different participant groups, levels of involvement and time-frames. They are intended to serve as flexible springboards, not static, step-by-step instructions. Since each community is unique, our trainings are formatted differently based on the needs of the particular group being served.

Our Educational Philosophy

OVER THE PAST FEW YEARS of working with students, teachers, parents, administrators, school boards, community members, media personnel and other organizers, we have developed the following educational philosophy:

- We believe, first and foremost, that education is for citizenry.

- We strongly value experiential learning activities such as games, role plays and simulations that give the learner a first-hand interface with the information being presented. We find that people remember better this way and it also fosters a more inclusive atmosphere.

- The trainings we do rely on human-to-human interaction, not technology, to transmit information. Thus, this guide is designed to go with "live" trainers and participants. It is not intended to be used on its own.

- We believe in the "each one teach one" model of organizing whereby individuals work directly with one another and build relationships in the process.

- These trainings are also based on the "1-2-3 approach" of:

  1 – learning to think

  2 – learning to understand

  3 – learning to communicate what you know to others.

We are interested in exchanging knowledge, and interested in encouraging others to exchange. We are not interested in being the sole purveyors of information.

- Our goal is for all of our training materials to be immediately accessible and applicable to all target audiences, complete with pre-prepared visual aides as "pullouts" and overheads. UNPLUG MATERIALS ARE MEANT TO BE USED OVER AND OVER AND TO NEVER BE LEFT SITTING ON A SHELF.

- A primary goal of every training we do is to provide people with the tools they need to take action in their lives. We do this by providing specific action steps suggestions.

- We have designed these training modules with classroom periods and after-school meetings in mind by giving both longer and shorter versions of the workshops. We want to give people everything they need to jump in and facilitate this material.

Target Audiences

WE HAVE DESIGNED THIS TRAINING MODULE so that it can be used by and for the following different groups:

- students
- teachers
- parents
- administrators
- school board members
- community members
- media personnel

As national organizers, we feel that it is important to respect a diversity of learning and communication styles. Therefore, we have included in our trainings information that is specifically relevant to the participant populations, as well as a balance of lecture and interactive learning techniques. Supplements to our trainings which are tailored specifically to the needs of each participant group, such as our ***UNPLUG Student Action Guide*** and ***UNPLUG Resource Packet***, are available upon request.

Levels of Training and Support

IN EACH COMMUNITY, we recognize the need for three levels of training and support in order to successfully keep our classrooms commercial-free. Thus, our trainings are incrementally designed to inform, activate and organize participants.

1. INFORM:

Our first priority in working with any community is to inform people so that they know how to identify classroom commercialism. We then present background history, using Channel One as our primary case study, to assist people in analyzing the cumulative effects of such commercial ventures. We use real examples to illustrate how people have resisted commercialism in a variety of communities. This is done through overheads, lectures, handouts, case studies, simulations, role plays and/or artistic activities.

In summary, our informational trainings cover the following:

- Defining Classroom Commercialism
- Tuning In: Channel One, Students Zero
- Research and Resistance: A Look at "Live" Examples

2. ACTIVATE:

The second phase in working with a community to fight commercialism focuses on motivating individual participants to take action. In order to build both excitement and useful skills, we utilize a combination of the following activities:

- **drawing/painting:** creating posters or collages to educate others and raise awareness

- **researching:** reading case studies of corporate policies and doing simulated commercialism audits

- **writing:** drafting petitions, articles and letters

- **surveying:** role-playing how to best survey members of a community on guidelines for school-business partnerships

- **public speaking:** role-playing presentations to school boards and / or debates about classroom commercialism

Each of these " hands-on" exercises provides individuals with an experience they can replicate with others in their community as either concerned individuals or members of a small activist group without much further assistance.

3. ORGANIZE:

This phase enables people to form and facilitate groups that can develop a successful campaign against classroom commercialism or school privatization or school-business partnerships. Organizing a community is the most time and labor-intensive phase, and happens most successfully once a diverse group of people are both informed and activated.

The workshops UNPLUG has designed for the National Education Association cover the inform and activate levels. We will also provide each site with a copy of our Community Action Guide which gives an overview of strategies and tactics to assist people with organizing. The following is a sample of some of the topics covered in our Community Action Guide:

What one person can do:

- **drawing/postering:** creating posters, paintings, graphic flyers, wearable art

- **writing/distributing:** petitions, articles, fact sheets, letters

- **researching:** corporate policies/practices and doing "commercialism audits"

- **discussing/calling:** forming a working group or coalition to work on a particular strategy

What a small group can do:

- **surveying:** on guidelines for school-business partnerships
- **speaking/lobbying:** presentations to school boards and PTA's, debates, forums
- **calling & meeting:** meeting with students, teachers, administrators
- **facilitating:** informational meetings, classroom workshops
- **distributing:** petitions, informational flyers, pamphlets, surveys
- **tabling:** talking to students, parents or teachers about the issue and giving out information
- postering: posting of graphic pieces
- writing: articles, flyers, fact sheets, lobbying letters
- performing: educational teach-ins, assemblies and shows that address the issue
- fundraising: with buttons, t-shirts, special events
- debating: with essay contests, school-wide assemblies, debates
- creating policies: student government and school board resolutions
- protesting: refusing to watch Channel One in class, rallies, walkouts

What a community can do:

form a coalition / group to:

- hold accountability sessions, public hearings, community meetings
- develop boycotts and divestment strategies
- participate in direct action tactics and nonviolent civil disobedience (sit-ins, walkouts, etc.)
- research legal strategies and initiate suits

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Workshop Agenda Formats

OUR WORKSHOPS use one of the following formats and model how participants can lead similar workshops within these two time frames:

A 45 minute agenda for classroom periods

TIME	WHAT	HOW
(5)	flextime for settling in	
(2)	statement of purpose/goal	by facilitator
(2)	agenda/class outline overview	have a participant read
(5)	introduction/check-in activity	in pairs
(5)	context setting activity	definitions
(10)	interactive game/simulation/ role-play	with props and visuals
(10)	small group discussion questions	in groups of three or four
(2)	summary	w/overheads and handouts
(4)	explanation of homework/action steps	by facilitator

A sample 90 minute format for evenings, weekends, or longer classes

TIME	ACTIVITY
(10)	flextime for settling in
(2)	statement of purpose/goals
(2)	agenda/class outline overview
(10)	introduction/ check-in activity
(10)	context setting activity
(20)	interactive game/simulation/role-plays
(20)	small group discussion questions
(10)	small group report-backs
(2)	summary/review using overheads & handouts
(4)	explanation of homework and/or action steps

Sample Workshop Agenda

OUR 90 MINUTE AGENDA — ***Challenging Classroom Commercialism: A Workshop for Teachers***

Prepared by UNPLUG for NEA Meetings—1995-96 School Year

This workshop seeks to do three things: **inform, activate, and organize**.

THE WORKSHOP

WHAT	TIME
1. Icebreaker	5 mins.
2. Introduction of facilitators/ goal of workshop	10 mins.
3. INFORM Activity: what is commercialism: creating a collage and written document	20 mins.
4. ACTIVATE	25 mins.

Role-play: Students in favor of Channel One vs. Students opposed

Teachers in favor vs. Teachers opposed

Administrators in favor vs. Teachers opposed

This activity will provide people with:

a. different arguments about Channel One / commercialism

b. different motivations for having Channel One / commercialism

c. different methods for challenging people who support Channel One

d. clarify arguments against Channel One / commercialism

5. ORGANIZE 20 mins.

Through a series overhead projections and presentations by the facilitators, participants will be familiarized with the various strategies that have been used to combat Channel One / commercialism. We will then conduct a brief brainstorming session: Which strategy will work best in your school?

6. QUESTION & ANSWER 10 mins.

SECTION VI

Media Literacy and Critical Viewing

This section is a lesson plan for critical viewing of Channel One.

Mandatory media literacy requirements are an important way to educate and activate students about commercialism. This lesson plan designed by Washington, D.C. public school teacher Andrew Ross uses Channel One as a media literacy tool.

SCHOOLS FOR SALE

UNPLUG distributes the video and guide "Schools for Sale" — a critical look at Channel One produced by the Walt Whitman Center at Rutgers University and Pacific Street Films. This video and guide are meant for use by teachers, parents, and others working on Channel One in their community.

Other organizations on media literacy are listed at the end of this guide in the resource section on page 37.

Channel One and Active Viewing for Grades 7-12

A Lesson Plan for Teachers

IT IS CRUCIAL THAT STUDENTS LEARN to understand and evaluate the commercial images which are beamed to them day after day. If they cannot view these with a critical eye and an analytical mind, they will never be able to make their own decisions as to whether or not they accept the media messages they are exposed to every day.

The goal of this unit is to give students the skills they need to do just that. Students will dissect what they see on Channel One and judge the value and relevance of its messages, both explicit and implicit. Such analysis can and should be applied to every aspect of the media propaganda they consume every day.

LESSON #1

Objective::

To enable students to decide why, if, and how they can be involved with the decision making processes around their educational issues.

Focus Activity: (25 minutes)

A member of the local PTA makes a presentation on an upcoming issue. S/he explains why some people agree with the issue and why some people disagree with it. After listening carefully, students write down if they agree or disagree and why. Students should make lists of pros and cons about the issue, and write down their likes and dislikes even if they're different from what the PTA member said.

Discussion: (20 minutes)

Students split up into groups depending on whether they're in favor of the issue, against the issue, or undecided. After a short discussion, each side should present their points of view. Students from the undecided group can move over to the side they feel has convinced them after the presentations (if they have been convinced).

Extension Assignment (can be done with parents)

If students thought that the issue coming up on the PTA's agenda was good for them, they should each write a 5–10 line letter telling them why. If they thought it was not good, they should write a letter telling the PTA why not. They should also try to think about what they would like the PTA to do instead, and include those thoughts in the letter. The letters should be gathered by the teacher and sent to the PTA.

Note: If the vote at the PTA doesn't go the way the students had hoped, parents and teachers should be prepared to discuss this with students and figure out what other options are available to them. Can the issue be reconsidered? Can students make a presentation to the PTA? Is there some kind of compromise that can be reached?

LESSON #2

Objective:

To enable students to conduct "critical watching and listening" of Channel One.

Focus Activity: (25 minutes)

The focus activity for the class should involve asking students to write down the names of their five favorite TV shows. After each one, the students should provide two or three sentences that detail why these shows are their favorites and what, in particular, they enjoy about watching them.

Students should also list the five programs which they like the least, and write a few sentences about each. After the students have completed this, the class should share their answers with one another. Take notes on whether or not students agree on the shows they like and dislike. It may be helpful for the teacher to tally up the answers.

A separate space should be reserved for making a class list of elements of TV programs that students like and dislike. Students often indicate that they like programs that are funny and dislike ones which are "too serious" or "too silly."

Watching Critically: (20 minutes)

Introduce the concept of active watching by having students watch Channel One and write down each time they see things on the show which they like in one column and things they don't like in another column. Students should write down one or two words to remind them of what these things are. Let students know that commercials are part of the program so they should be included in their lists.

The information from the focus activity should be left up in the room where the students can see it during the viewing.

After the program is over, make another list of elements that students enjoyed and did not enjoy. Are there disagreements? Are there things everyone agrees are good or bad? What are these?

LESSON #3

Objective:

To have students identify elements in programs that send explicit messages to viewers.

Focus Activity: (15 minutes)

Have students answer the following questions for a discussion:

- How does a TV program let its viewers know that it has begun?
- How does a viewer know something funny has happened?

- How does a commercial let the viewer know what is being sold?
- How does a viewer know the name of a person or item on TV?

Discussion of these questions should involve a definition of the term explicit.

The instructor may want to have the class generate a list of explicit messages in programs (i.e: captions, voice-overs, laugh tracks, etc.)

Critical Viewing of Channel One (25 minutes)

Students should watch a different episode of Channel One, this time keeping a tally of each explicit message that is broadcast. Students should also quickly jot down what that message is telling the viewer (these notes should not be longer than one or two words, so that viewing is not interrupted). For example:

caption: newscaster's name

logo: Channel One

Again, tallies should be shared and a collective class list should be created. It is also very interesting to count the number of explicit messages that one 12-minute show sends out. Point out that because these messages are so easy to identify, the programmers try to put in as many as possible.

What does this mean to the viewer? Does s/he have to put in much effort while watching TV? Is there much active participation involved in watching a program, or is programming created so that the viewer passively filters through thousands and thousands of messages?

LESSON #4

Objective:

To introduce students to the concept of the implicit message and teach them how to identify them in TV programming.

Focus Activity: (30–40 minutes)

Have students draw a billboard for a product they want to sell. The only limitation on this billboard is that no explicit messages may be used in the drawing. They cannot use the name of the product, the brand of the product, or draw the product. They can use anything else they want. On the back of the billboards, students should write their name and the name of the product they are advertising.

Students should spend 10–15 minutes on these billboards, and then about five minutes presenting them to the class. The class should act as the viewers and see if they can identify the products being sold.

The concept of implicit messages should be introduced at this point. These are other tools that companies use to influence consumers, although they are sometimes more difficult to recognize. Implicit messages are often just as persuasive as explicit ones. Show students an advertisement with the brand name

and the product picture removed or absent. Discuss how the combination of explicit messages and implicit messages is often very persuasive. Do most media messages contain both types of messages? What sorts of implicit messages are found on TV?

The class should generate a list of implicit messages that they have observed in television programming and commercials. This list may include sex, wealth, popularity, beauty, or race. Discuss how implicit messages can appeal to a person's desire to become different from the way s/he is.

LESSON #5

Objective:

To apply critical viewing skills to Channel One and have students identify elements of the program they can and cannot relate to.

Focus Activity: (15–20 minutes)

Have students discuss what their observations of TV were the night before. Create a list of elements of programming that students could and could not identify with. When the class contains students who are not white, the race of people on TV is often brought up. (Have students discuss this if it comes up.) What does it mean when a program and it's commercials do not reflect the make-up of their audience? Who's in charge of designing these programs, and why does it make sense to them for there to be few people of color on TV?

Discussion and Viewing of Channel One: (30 minutes)

Have students view another episode of Channel One keeping in mind the topics discussed above. They should also keep a tally of messages being sent to them, as well as a tally of the number of times certain groups of people appear on Channel One (i.e. women, people of color, etc.).

After viewing, students will pool their data and make bar graphs for each category that they tallied. Based on these graphs, what racial/ethnic group is represented the most? Who appears more frequently, men or women? In the "pop quiz," who answered correctly and who answered incorrectly?

Discussing this data is very important and students will be opinionated about it. Make sure you ask questions such as:

- Who do you think Channel One is trying to reach?
- Why do think there are commercials on Channel One?
- What sorts of things is Channel One trying to tell us about ourselves and others?
- If you could change Channel One, how would you do it?

The culmination of the critical viewing may result in the class taking on several class and individual projects about Channel One. Some examples follow:

OTHER RELATED PROJECTS

Independent Project

Have students find out more information about the products which they see advertised during their favorite TV show. How much do they cost? Who buys them? Would the students in the class buy them? (Students can do their own surveys.)

Class Projects

1) Students can write letters to advertisers describing how they feel about Channel One and aspects of the program they feel need alteration. Everyone should write his/her own letter as well as a class letter.

2) Have students discuss ways they can react to Channel One.

Can they:

- turn off the TV?
- turn their backs to the TV and turn the volume down?
- walk out of class or school?
- get their parents involved?
- draw up a petition?

In Conclusion

IN OUR VISION OF A BETTER WORLD, democracy means that low-income youth are not auctioned off to the highest corporate bidder at school. In this vision, young people are active and engaged citizens, not silent consumers of infotainment in a remote-control classroom that encourages passivity. Also in this vision, teachers and parents are guiding students through this process, not standing by as commercial enterprises take over. It is this vision that guides our work for equal, commercial-free education.

The urgency of our work against classroom commercialism is increasing in the current political climate. Conservative efforts to weaken public institutions and privatize services force us to confront the question: Who will educate our children?

Parents, teachers, students and other community members must understand that if we do not respond quickly, the next generation will be raised in the hands of corporate interests whose first goal is profit—not democracy, education or justice. Thus our mission is to keep schools under the control of concerned communities and to keep public education a public trust that safeguards equal opportunity in the United States.

It is imperative that we develop a national network of individuals and groups who will work together and with their communities in an effort to fight for decent, just and community-centered education. We hope that this manual contributes to the development of this network and strengthens the organizing and awareness-building that takes place within it.

Resources

TO SUPPLEMENT THIS GUIDE, here is a list of books and other publications; organizations; resolutions and guidelines; sample petitions, letters & press releases; and overheads.

Additional research requests can be sent directly to UNPLUG for more information in a particular topic area.

BOOKS AND OTHER PUBLICATIONS

Adbusters, a quarterly magazine published by the Foundation for Media Education. Subscriptions available by writing 1243 West 7th Ave., Vancouver, British Columbia, V64 1B7, or calling (604) 736-9401.

Maude Barlow and Heather-Jane Robertson. *Class Warfare: The Assault on Canada's Schools*. 1994: Key Porter Books, Toronto, Ontario.

Jonathan Kozol. *Savage Inequalities: Children in America's Schools*. 1991: Crown Publishers. New York.

Civics for Democracy: A Journey for Teachers and Students. By Katherine Isaac. 1992: Center for the Study of Responsive Law and Essential Information. P.O. Box 19405, Washington, DC 20036. (202) 387-8030.

Captive Kids: A Report by Consumers Union. 1995. Available from the Consumers Union by contacting them at (914) 378-2507; 256 Washington Street, Mt. Vernon, NY 10553.

Education for Democracy: Citizenship, Community, Service: A Sourcebook for Students and Teachers. Edited by Benjamin Barber and Richard M. Battistoni. 1993: Kendall/ Hunt Publishing Company.

Marketing Madness: A Survival Guide for a Consumer Society. By Michael Jacobson and Laurie Ann Mazur, Center for the Study of Commercialism. 1995: Westview Press.

Organizing for Social Change: The Midwest Organizing Guide. To order, call (800) 354-5348.

The Sponsored Life: Ads, TV, and American Culture: by Leslie Savan. 1994: Temple University Press

ORGANIZATIONS

The following is a list of organizations that may be helpful as you work to keep your classrooms commercial-free to create non-commercial, educational alternatives.

Organizing Against Classroom Commercialism

UNPLUG
The Center for Commercial-Free Public Education
360 Grand Ave. # 385
Oakland, CA 94607
510-268-1100

Media Activism/Media Literacy

Appalshop
306 Madison St.
Whitesburg, KY 48158
606-633-0108

Center for Media Education
1511 K Street NW, Suite 518
Washington, DC 20005
202-628-2620

Center for Media Literacy
4727 Wilshire Blvd., #403
Los Angeles, CA 90010
213-931-4177
www://www.earthlink.net/ucml

Citizens for Media Literacy
38 1/2 Battery Park Ave., Suite G
Asheville, NC 28001
704-255-0182

Fairness and Accuracy in Reporting (FAIR)
130 West 25th St.
New York, NY 10001
212-633-6700

Media Watch
P.O.Box 618
Santa Cruz, CA 95061
408-423-6355

911 Media Arts Center
117 Yale Ave. North
Seattle, WA 98109
202-682-6552

Student-Produced Television Shows

Community TV Network
2035 West Wabansia
Chicago, IL 60647
312-278-8500

Educational Video Center
60 East 13th St.
New York, NY 10003
212-254-2848

Adbusters and Un-Commercials

Media Foundation
1243 West 7th Ave.
Vancouver, British Columbia
Canada
604-736-9401

INFORMATION RESOURCES

Membership

The Center for Commercial-Free Public Education — "UNPLUG" — offers research and training, and assistance to people who are working on commercialism in their school. A background guide of news articles on this issue is available as a companion to this Teacher's Guide. A Student Guide is available as well. Contact UNPLUG for a full list of all available publications and resources.

- **provides training and assistance to people fighting Channel One and other forms of commercialism in their schools;**
- provides a newsletter about classroom commercialism called "With A Growing Voice."
- tracks corporations responsible working on classroom commercialism;
- has a database of other organizations and individuals working in your state for you to get in touch with;
- produces reports and periodicals
- has technical assistance for communities creating commercial policies or fighting.

To find out how to join UNPLUG, call 1-800-UNPLUG-1 and ask for membership information.

MATERIALS TO CREATE LOCAL AND STATE POLICY ON COMMERCIALISM

Materials to assist you with presentations and community organizing around commercialism available from UNPLUG:

Resolutions and Guidelines

- Set of Principles and Guidelines

Many schools, school boards, and state have passed non-commercial policies and/or guidelines around commercialism. There are many sets of principles on commercialism that have been widely approved by national education groups, state superintendents and national leaders.

Sample Petitions, Letters, & Press Releases

- UNPLUG sample student petition
- Letters written by students
- Sample Letter to the Editor by Citizens Against Commercialism in the Classroom (AL)
- Press Release and school bulletin piece on "opt out" alternative to Channel One (MA)
- Letter to and resolution by Alabama State Board of Education
- Press Release / Advisory by student group, Derry Coalition Against Channel One (PA)

Overheads

Also available from UNPLUG are overheads we use as graphic, actual samples of classroom commercialism. Additionally, we have graphs and charts on overheads to help statistically document the problem. Contact us for copies of these overheads, or create your own!

For a full list of materials or for a specific request, please call UNPLUG.

THE CENTER FOR COMMERCIAL-FREE PUBLIC EDUCATION is supported by students, parents, teachers and community people who are members, as well as larger grants from individuals and foundations.

Significant support for a project or the organization has been provided by:

As You Sow Foundation

* Peter Buckley

Bullitt Foundation

* Edward I Hazen Foundation

Esprit Foundation

* Foundation for Deep Ecology

* HKH Foundation

Human-I-Ties

Lauren Klein

Josh Mailman

Lolapalooza Foundation

McKay Foundation

New World Foundation / Angelina Fund

Norman Foundation

Rutgers University / MacArthur Brothers Foundation

Springhouse Foundation

Tides Foundation / Alki Fund

Turner Foundation

* Unitarian Universalist Veatch Foundation

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